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ABSTRACT

While the task of defining and counting the Hispanic population is very complex and existing data is inconsistent, several trends emerge with implications for public education policy. Between 1970 and 1980, California's Hispanic population increased by 50% to 4.5 million, 19.2% of the state population, and is expected to increase to between 24.4% and 28.1% of the State population by the year 2000. Most (91.6%) live in urban areas; nearly half in Los Angeles County. Hispanics are disproportionately concentrated in low-income, low-status jobs in farm, service and blue-collar occupations with a median income 76% of that of non-Hispanics. Their median age is about 8 years younger than non-Hispanics and over 59% of Hispanic adults are high school graduates; the droupout rate is estimated between 35 and 40 per cent; and 72% of all Hispanic students are considered "underachievers." Less than 20% of Hispanics attend college and only 5.7% have had any post-graduate education. Hispanics are greatly under-represented in the teacher population; there is a critical shortage of bilingual teachers; and segregation of Hispanic students has noticeably increased. (MCK)

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Policy Paper 84-6

Demographic Shifts and Their Implications for Education: The Hispanic Population in California

by

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Stanford University
July 1984

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This is a PACE Project sponsored paper. PACE, Policy Analysis for California Education, is a joint undertaking located at the University of California, Berkeley and Stanford University. Its directors are James W. Guthrie and Michael W. Kirst. PACE is funded by the William and Flora Hewlett Foundation. However, the analyses and recommendations contained in this paper are not necessarily endorsed either by the Hewlett Foundation or the PACE Directors.

Prepared for Stanford and the Schools Study, Stanford University, July 1984.

DEMOGRAPHIC SHIFTS AND THEIR IMPLICATIONS FOR EDUCATION:
THE HISPANIC POPULATION IN CALIFORNIA

PART I

Defining and Counting the Hispanic Population

A review of articles and reports which describe the demographic characteristics of Hispanics in California and their implications for education surfaced several problems with defining and counting the Hispanic population. These problems limit interpretation and comparison of counts. For example, some authors do not define how they use the term Hispanic. Others define Hispanic as people of Spanish origin. According to Chacon (1983), "most surveys average results for Mexican Americans with those for persons of other Spanish origin. This hides the depressed educational and economic status of both Mexican Americans and Puerto Ricans, the most disadvantaged of Hispanic subgroups" (additional subgroups include Cuban and other Latin Americans). In California, the Employment Development Department (1981) reports that the majority of Hispanics in California are of Mexican descent, but the percentage of non-Mexican origin is growing. California's Hispanic population has come to include a significant number of Central Americans (Richards, 1982). None of the reports I read presented demographic data on Central Americans. Thus, the term Hispanic in California encompasses peoples with differences in lifestyles, values, and history. Although, according to Richards, they are also subject to similar cultural and color barriers as those experienced by Mexican Americans. However, it seems that these differences should be taken into consideration when formulating public policy.

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The 1970 and the 1980 Census

Several reports that attempt to draw comparisons between the 1970 and the 1980 U.S. Census Data on Hispanic populations point out the complications of such comparisons because of the differences in Census classification of Spanish origin persons in 1970 and 1980 (Bell, 1983; California Employment Development Department, 1981; Center for Continuing Study of California Economy, 1982). In 1970, the U.S. Census classified as white persons of Spanish origin who reported themselves as "other" but listed places of origin as Mexico, Venezuela, etc. In 1980, such persons were not reclassified but remained in the "other" races category. As a result of this change and an increase of Spanish origin persons who reported themselves as "other" in 1980, the 1980 Census counted 14,605,883 persons of Spanish origin in the United States, with California reporting the highest count at 4.5 million (19.2% of the state population). The 1970 Census reported under the category of Spanish Surname 9,294,509 persons, with 3,101,589 attributed to California. However, the 1980 Census Data report was delayed by a series of lawsuits challenging the Census coverage. It would be interesting to explore the nature of these lawsuits and resolutions to determine how these concerns relate to the interpretation of the 1980 Hispanic counts in the nation and in the State of California.

Immigration and the Growth of Hispanic Population

McCarthy (1983) states that best estimates indicate that California absorbed over two million immigrants--legal and illegal--in the 1970s. He goes on to state that there is no reliable way to count illegals who enter, or to count those who enter legally or illegally but later leave. Most

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immigrants are of either Asian or Hispanic origin. No breakdown was given as to how many persons could be estimated in each of these categories.

According to McCarthy, the relevant categories of immigrants are permanent resident aliens, refugees, and illegal aliens. Permanent residents are better educated and more highly skilled than either refugees or illegals. He concludes (but does not cite data sources) that if the immigration pattern of the 1970s persists in the 1980s, California can expect:

- some 200,000 to 250,000 new immigrants will enter the state annually
- they will be concentrated in the working ages and looking for work
- the majority will be from Latin America and Asia
- approximately 60% will be refugees or illegals; they will be poorly educated, generally unskilled, and potentially heavy users of public services
- the remaining 40% will enter as permanent resident aliens. Although better education and more skilled, they will still face a period of adjustment

These categories should be considered when data on Hispanics are interpreted across school districts in California. For example, in a report written by Nancy Sanders (1982)discussing case study data of California high schools appears the following comment: "Schools which are in the top percentiles of Hispanic enrollment can represent transient areas or they can be highly stable, 'old California family' communities, vastly different in achievement and other characteristics, although alike in minority distribution." These distinctions, I feel, have implications for public policy consideration.

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Classification Inconsistencies and California Reports on Hispanics

In Ethnic Groups and Public Education in California (1978), classification inconsistencies for Hispanics are considered limitations on any attempts to combine ethnic data from diverse sources--as indicated by Table I. Another point of interest this report mentions is the inconsistency of the ethnic classification process across school districts in California, making it difficult to make general statements about the Hispanic public school population across the state. For example, the report states that "while one district may determine ethnicity by asking the child, or child's parents directly, another district may do so indirectly on the basis of merely the child's name or appearance." However, attempts at standardizing statewide counting methods may have been made since this report was published.

Ethnicity and Birth Data in California

Another factor to be aware of when reading demographic reports on Hispanics in California is that the California birth certificate included race, but not ethnicity before 1979 when the Hispanic category was added (UC Undergraduate Enrollment Study, 1980).

Problems with Traditional Hispanic Identifiers

In California Labor Market Issues (1981), the following limitations of traditional Hispanic identifiers were discussed:

IDENTIFIER	LIMITATION
Country of birth and country of birth of parents	Does not identify members of the Hispanic population who are third or higher generation U.S. residents
Spanish surname	Many Spanish surnames are common among persons of other origins such as Italian or Portugese; women of Hispanic origin who marry men with non-Spanish surnames are not counted in the Hispanic population, nor are their children

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Table I

1970 Census (United States)	California Racial/ Ethnic Survey 1967 and 1973	California Racial/ Ethnic Survey 1977	Labels Used in this Study
Indian	American Indian	American Indian/ Native Alaskan	American Indian/ Native Alaskan
Western Asian, Chinese, Japanese, Other Asian	Chinese, Japanese, Other Asian	Asian or Pacific Islander	
———	———	Filipino (collected separately in 1977)	Asian/Filipino
Negro	Black	Black, not of Hispanic Origin	Black
Persons of Spanish Language and other persons of Spanish Surname	Spanish Surnamed American (includes: persons of Mexican, Puerto Rican, Central American, Cuban, Latin-American or other Spanish origin)	Hispanic	Hispanic
White and other ethnic	All others	White, not of Hispanic origin	Anglo (Other)

Source: Ethnic Groups and Public Education in California Foote, Espinosa, and Garcia, San Diego State, 1978.

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Spanish mother tongue Common language	Persons may gain Spanish language affiliation through education; many persons who consider themselves Hispanic did not speak Spanish at home as a child; many Hispanics do not speak Spanish; this identifier makes it difficult to differentiate among the ancestries of the Hispanic population
Spanish origin or descent Self-identification choice among Hispanic categories which include: Mexican, Cuban, Puerto Rican, Central American, South American, or other Spanish descent or origin	Variability of subjective responses could lead to inaccuracies in the coverage of the Hispanic population; for example, people of mixed background part Hispanic, may choose another category with which to identify. Most surveys request one response to questions asking for race or ethnicity identification

Conclusion

The task of defining and counting the Hispanic population is very complex. It is doubtful that a method can be devised to conduct a "perfect" count of all Hispanics in California. However, more accurate and cross-comparable counts may be possible. For instance, demographic reports must contain a clear definition of the category "Hispanic" so the reader may interpret results accurately. If comparative statewide data on the Hispanic population is desired, some standardization for determining how to place people in the Hispanic category must be made.

With these limitations in mind, I will continue with a description of the data from reports of the Hispanic population characteristics in the United States and California. My focus will be on the California population and implications for education. Regardless of problems with interpretation of the data and difficulties of comparison from study to study, undeniable trends do emerge.

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PART II

Growth of the Hispanic Population in the United States

In a recent San Francisco Chronicle article (April 16, 1984), the U.S. Census Bureau reports that the Hispanic population grew to 15.9 million as of March 1983. This new total is up from 9 million in the 1970 census and 14.8 million in the 1980 census.

The Population Reference Bureau, a Washington-based research group, estimated that Hispanics would increase to 47 million by 1990. This rate of increase has led the Bureau to speculate that Hispanics could become the nation's largest minority. Major factors in the growth of the Hispanic population are high fertility rates and substantial emigration from Mexico, Cuba and other Central and South American countries. For example, the Bureau reports that Hispanic families averaged 2.3 children, compared with 1.9 for non-Hispanics. The study indicates that the Hispanic population tends to be younger than the population in general, and is mainly concentrated in urban areas within a few states such as California.

Hispanics in California

The largest Hispanic population is in California. In 1980, 4.5 million persons in California were reported of Hispanic origin. This number represents 19.2% of the total population in the state. The impressive number of Hispanics in California is dramatized in a table provided by the U.S. Bureau of Census and published in a comprehensive report of Hispanic demography entitled "California Labor Market Issues: Hispanics." Figure 1 shows that the population of Hispanics in California is greater than the total population of 34

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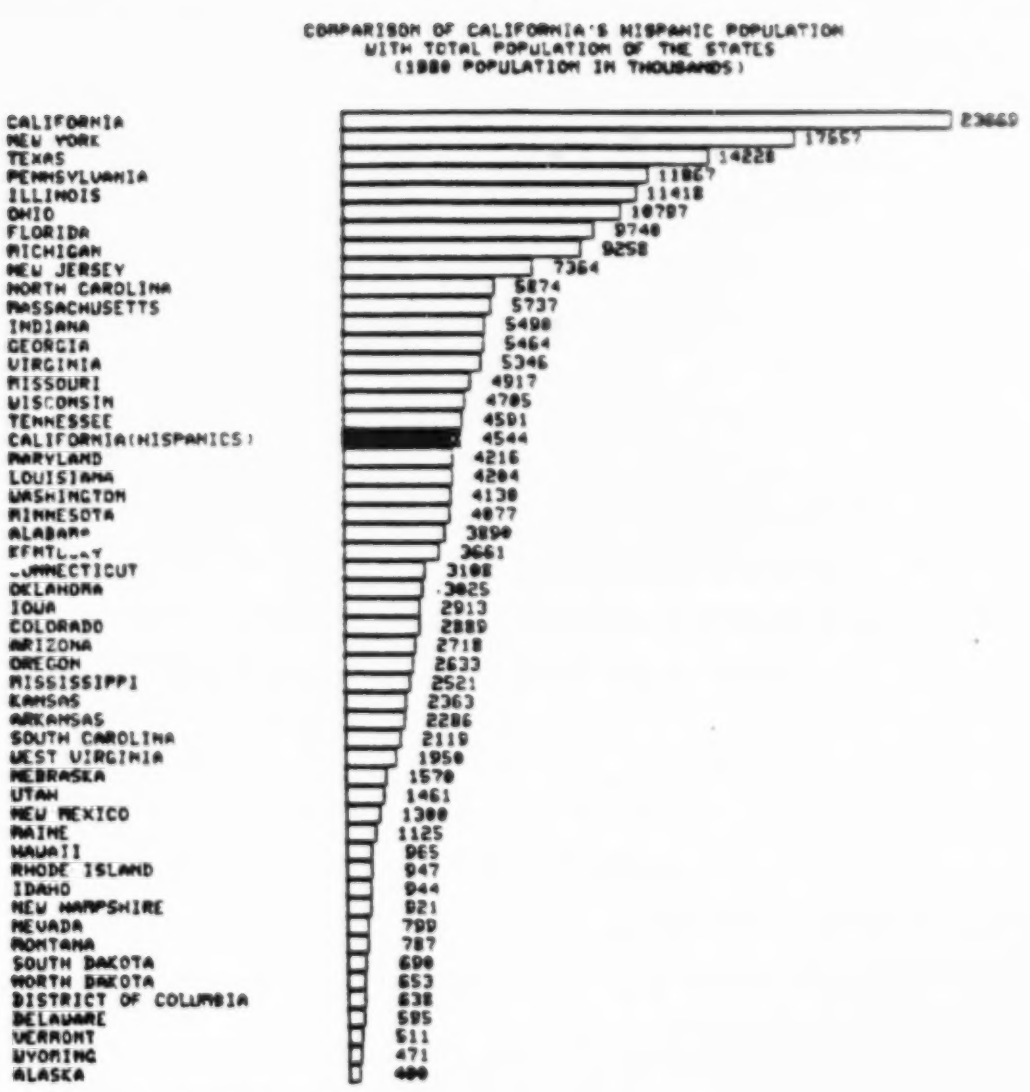
Figure 1



Taken from California Labor Market Issues: Hispanics September 1981, State of California, p.4

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other states. According to the report, "California's Hispanic population would be a majority in 42 of the 50 states of the Union; only Michigan, Florida, Ohio, Illinois, Pennsylvania, Texas, New York, and California would be larger" (p.4).

Hispanic Population Projections Beyond the Eighties

The Center for Continuing Study of the California Economy projects that the Hispanic population in California will number 6.3 million by 1990 and 7.7 million by 2000 in the low-growth alternative, or 6.9 million by 1990 and 8.9 million by 2000 in the high-growth alternative. The high-growth alternative assumes higher fertility as well as more legal and illegal immigration than the low-growth alternative.

According to either projection, the dominating trend is that the Hispanic population will continue to grow relative to the total California population. In 1980, the Hispanics comprised 19.2% of the total population in California. The Center for Continuing Study of the California Economy projects that this percentage will increase to 21.7% by 1990 and 24.4% by 2000 in the low-growth figures, or 23.6% by 1990 and 28.1% by 2000 in the high-growth alternative. This comparison of projections of Hispanic and total California population is provided in Table II.

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Table II

California
HISPANIC AND TOTAL POPULATION
1980-2000
(Thousands)

	Lower Alternative			Higher Alternative		
	Hispanic	Total	as Percent of Total	Hispanic	Total	as Percent of Total
1980	4,544.3	23,667.9	19.2%	4,544.3	23,667.9	19.2%
1985	5,403.5	26,241.3	20.6	5,673.9	26,321.0	21.6
1990	6,270.5	28,901.0	21.7	6,851.4	29,089.5	23.6
1995	7,027.8	30,329.3	23.2	7,927.3	30,615.8	25.9
2000	7,713.2	31,550.3	24.4	8,931.2	31,805.5	28.1
Total Change 1980-2000	3,168.9	7,882.4	40.2%	4,386.9	8,137.6	53.9%

Source: Projections of Hispanic Population for California 1985-2000, Center for Continuing Study of the California Economy, 1982, p.16.

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A Few Background Characteristics of the Hispanic Population in California

The following items are taken from the summary of findings section of "California Labor Market Issues: Hispanics," published by the State of California in September, 1981:

- The average Hispanic household of 3.6 persons is larger--on the average, one person larger--than the average non-Hispanic household. Over 59% of all Hispanic households contain at least one dependent under 18 years of age, while only 35% of non-Hispanic households contain a minor dependent. In 1978 an estimated 1.5 million Hispanic Californians were 18 years old or younger. As a result, the median age of the Hispanic population is about 8 years younger than the non-Hispanic population. Figure 2 shows the median age for Hispanics is 22 years for men and 23 years for women. For non-Hispanics, the median age is 30.1 years for men and 31.4 for women.

- Hispanics are highly concentrated in Southern California, especially in Los Angeles County, where 45.5% (2.066 million) of the state's Hispanic population live.

- Hispanic workers had 1979 unemployment rates substantially above the average (8.5%) with the highest adult unemployment found among Hispanic women (11.8%). Among Hispanic youth, 17.5% of young men and 18.3% of young women were unemployed in 1979. Hispanic workers tend to be employed in low-income, low-status jobs in comparison to all workers. Hispanic workers are concentrated in farm, service, and blue-collar occupations in disproportionate numbers as shown in Figure 3. For example, in 1978, 55.7% of the total labor force was employed in higher status white-collar jobs while 29.7% of employed Hispanics were working in these kinds of positions. On the other hand, while only 1.8% of the total population is employed in agriculture, 6.3% of Hispanic workers were employed in farm jobs.

- While 91.6% of the Hispanics in California are urban residents, 60% of California's farmworkers are of Hispanic origin (in other words, even though most farmworkers are Hispanic, most Hispanics are not farmworkers); Hispanics in agriculture are concentrated in the lower-status, lower-income farm jobs: field hands and general farm laborers. According to a 1973 report, "Status of Seasonal and Migrant Farmworkers," 20% of Hispanic farmworkers were forced to migrate to find adequate employment. Only 6% of the Anglos and 2% of the Blacks and others migrated.

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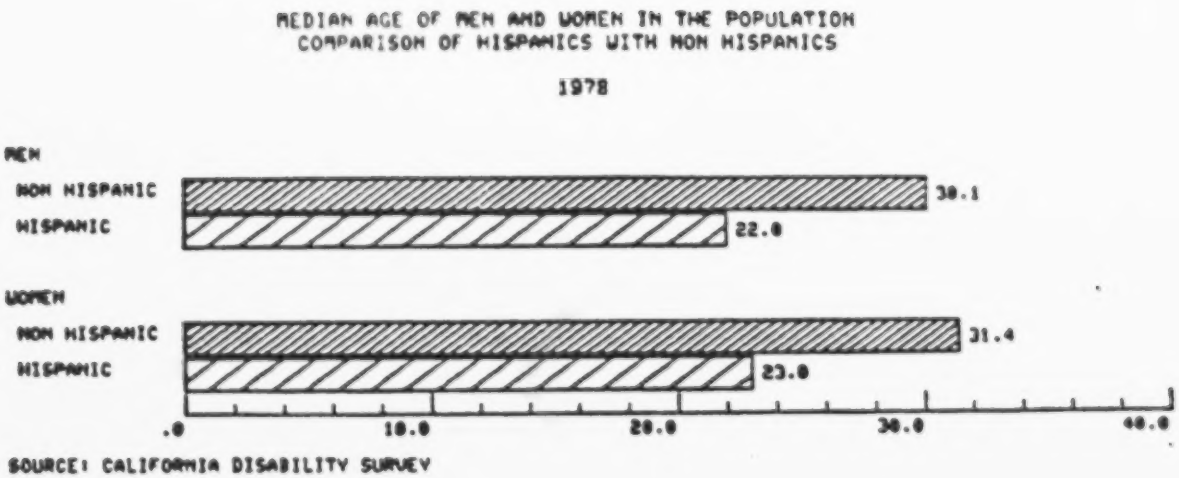
Figure 2



Taken from California Labor Market Issues:Hispanics
September 1981, State of California, p.8.

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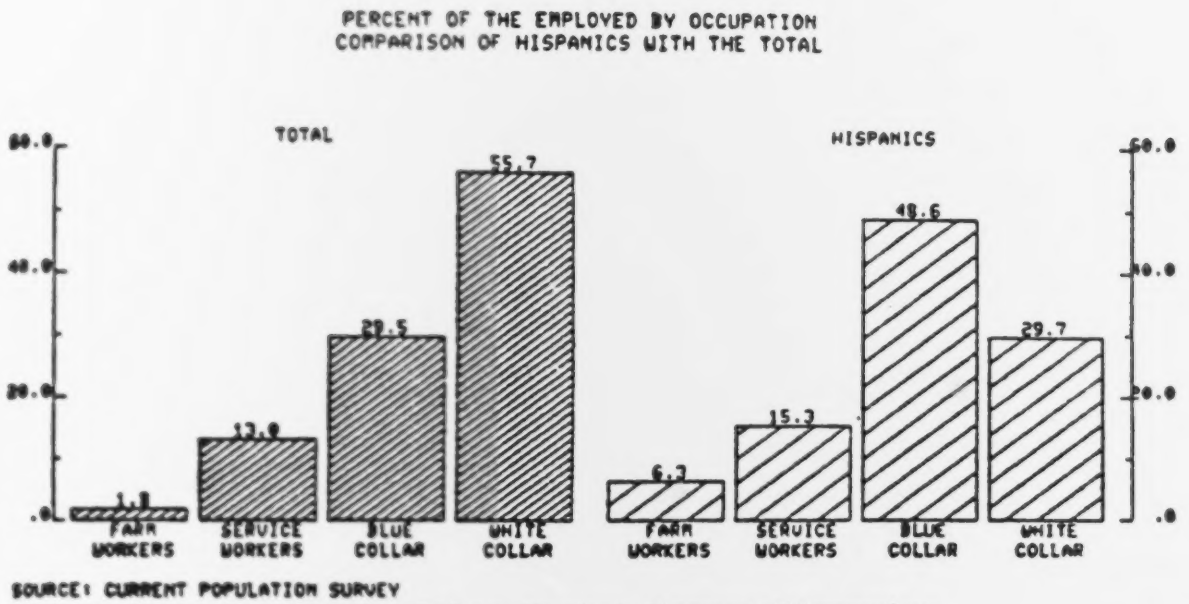
Figure 3



Taken from California Labor Market Issues:Hispanics
September 1981, State of California, p. 20.

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- In 1978 the median income of Hispanic households (11,825) was only 76% of the median income of non-Hispanic households (15,600). While Hispanics comprised 20% of the California population, more than 25% were projected by the California Employment Development Department to be living in poverty in 1981.

The California Labor Market report on Hispanics concludes that Hispanics as a group are not successfully employed in California's labor markets. It is difficult to specify definite causes and effects contributing to the poor position of Hispanics in the job market. However, the report indicates that the relatively low educational attainment of Hispanics has had a negative impact on Hispanic employment. Low participation in education and patterns of employment discrimination create a cycle of poverty in which a disproportionate number of Hispanic families find themselves.

With the projected growth of the Hispanic population in the State of California and the gloomy picture painted by the Labor Market data, many look to the educational system to increase the educational attainment of Hispanics in order to raise Hispanic participation in the economic mainstream. Harold Hodgkinson, a senior fellow at the Institute for Educational Leadership in Washington, says "For the first time we have a nation whose needs for public schools are very different. Today's 45-year-old white male worker has to realize his social security check is going to be paid or not paid as a result of the education a Black, Hispanic, or Asian student receives in a city school." A resident fellow at the American Enterprise Institute in Washington, D.C., Cicero Wilson, goes on to ask, "Unless we improve city schools, how can our corporations compete in the world economy?" According to Wilson, corporations are spending too much money educating and retraining new employees on basic skills. Both Hodgkinson and Wilson were quoted in a

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Christian Science Monitor article, "Huge Minority Enrollment Challenges Public Education" (March 11, 1983). The article reports that in Los Angeles, the Hispanic enrollment in schools had increased from 20% in 1968 to 49% in 1982. Minorities in California made up 42.9% of the public school enrollment based on the 1980 Census. With these facts and challenges in mind, we now focus on specific comments on the participation of Hispanics in elementary, secondary, and post-secondary education in California.

Hispanic Education in California

In 1981, the California Labor Market Issues report provides the following data collected by the 1978 California Disability Survey:

- In 1978, the median years of school completed by Hispanic men ages 16 and older was 11.9 years; more than half of Hispanic men did not finish high school. Among non-Hispanic males, over 66% have a high school diploma, and the median years completed includes almost a year of college (12.9 years). Of the 2.6 million Hispanic adults in California, an estimated 1.1 million do not hold high school diplomas.

- Fewer Hispanic women complete high school; 46.7% have completed high school compared to 76% of non-Hispanic women. Their median school years completed is less than 11 years, indicating that a majority of Hispanic women are dropping out of high school at or near the lowest legal age--16 years.

- Hispanics are also highly underrepresented among the college educated in 1978. While 43% of non-Hispanics have some higher education, less than 20% of Hispanics have gone on to college. Almost 20% of the non-Hispanic population have had some graduate or professional training, while only 5.7% of Hispanics have any post-graduate education.

- Hispanics are overrepresented on the lower end of the educational scale. Over 30% of Hispanics in California have only eighth-grade education, compared to 7.9% for non-Hispanics.

- The U.S. Department of Labor reports that Hispanic farmworkers tend to be less educated than their non-Hispanic counterparts. Hispanic workers averaged 5.8 years of formal schooling compared to 9.1 years for Anglo farmworkers (those of European origin) and 8.4 years for Blacks and others (including Asians, Filipinos, and Native Americans).

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Figure 4 illustrates some of the numbers comparing Hispanic with non-Hispanic grades at which school is discontinued. Figure 5 shows high school completion percentages by gender.

- The Labor Market Report concludes its Education and Opportunity section with evidence which seems to support some progress in closing the educational attainment gap for young Hispanics. The authors report that the March 1977 Current Population Survey found that while the median school year completed for the 20-24 year old age group of the total population was 12.8 years, the median for Hispanics in the same age group was 12.2 years. This figure is considerably higher than the median for the Hispanic population as a whole.

Much effort is being expended in attempts to close the achievement gap between Hispanics and the non-Hispanic student population. However, high dropout rates of Hispanics continue to be of concern to California educators. In an article in the San Francisco Chronicle (January 25, 1984), a series of meetings between Hispanic educators and the office of the state superintendent of public schools were described. The object of the meeting was to begin to collaboratively work on reversing the high rate of school dropouts among Hispanic students. The article noted that Hispanics comprise more than 25% of all children attending school in California. The dropout rate among Hispanics was estimated between thirty-five and forty percent. In addition, 77% of all Hispanic students are regarded as "underachievers." Jimmy Benavides, a high school counselor from Covina and president of the newly formed Superintendent's Council on Hispanic Affairs, indicates that a third of Hispanic students in California are automatically classified as underachievers simply because they do not speak English. He states that another 40% who speak English are about three years behind the regular population.

In the same article, Alice M. Lopez Mendeke, president of the Chicano Association of School Administrators and Administrative Assistants for the East Side Union High School District in San Jose, states that Hispanics

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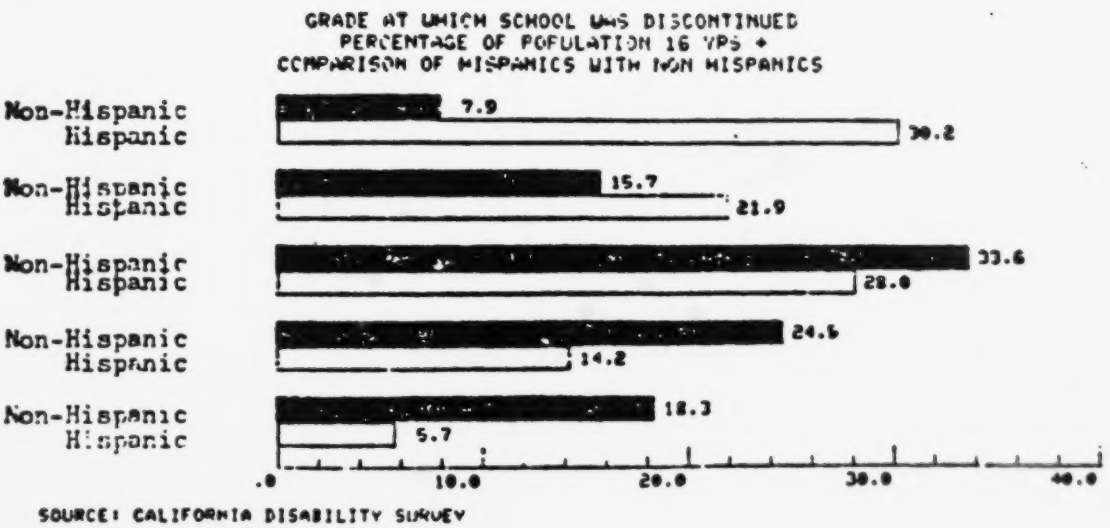
Figure 4



Taken from California Labor Market Issues:Hispanics
September 1981, State of California, p. 10.

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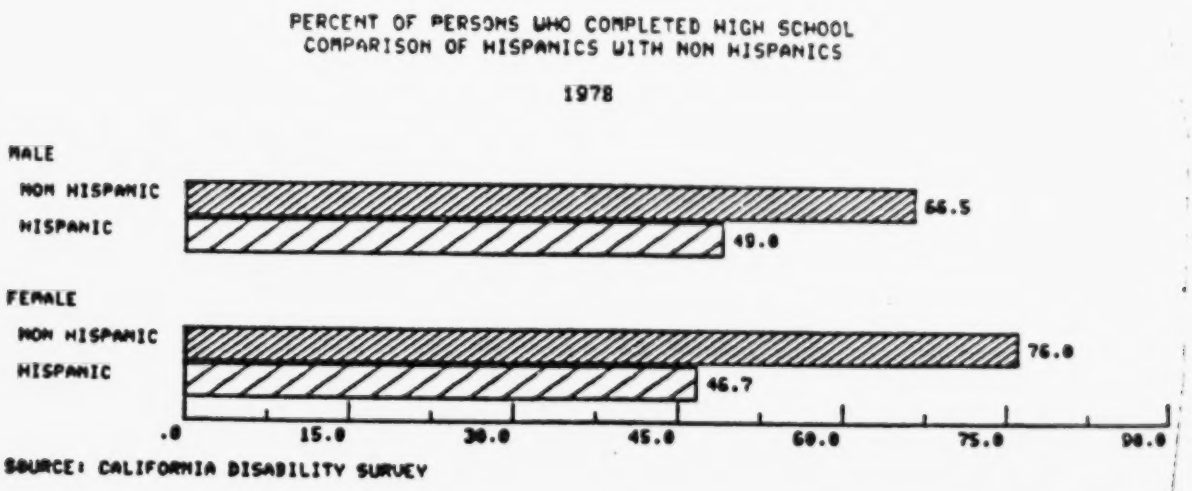
Figure 5



Taken from California Labor Market Issues:Hispanics
September 1981, State of California, p.10.

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are dropping out of school at twice the rate of non-minority students. Although Mendeke acknowledges many possible causes for the high dropout rate, she did say that a major reason for underachievement by Hispanic students is that too many teachers expect them to perform poorly. Her school district is attempting to begin a program for identifying potential Hispanic teachers as early as high school, then help them through college.

In The Condition of Education for Hispanic Americans, a report published by the National Center for Education Statistics, the low number of minority employees in elementary and secondary schools is addressed:

> While there is no evidence to indicate that the majority teachers are unable to teach minority children, it has been found that majority teachers sometimes hold negative attitudes toward minority children and that teacher's expectations can affect student achievement. In addition, teachers and other staff members within a school may provide role models for their students. The kinds of positions held by Hispanics, whether teacher, administrator or service worker, might well influence the Hispanic students' educational and occupational aspirations (p. 37).

The 1980 national report reveals that in 1976 there were approximately 3 million Hispanic children enrolled in elementary and secondary schools, representing 6% of the total public school enrollment. Data from the 1976 Equal Employment Opportunity Commission Survey reveals that Hispanics comprised only 3% of the total number of employees in public elementary and secondary schools. The percentage breakdown by employment categories was: teachers (34.6%), teacher aides (19.4%), service workers (30.6%), adminsitrative positions (1.7%), and non-teaching professionals, such as guidance counselors and psychologists (4.7%).

Student Ethnic Composition in California Public Schools

Absolute and percentage changes in student ethnic composition in California public schools for 1967 to 1977 (a demographic shift) is discussed in Ethnic Groups and Public Education in California. Table 1A in Appendix A

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shows that, for 1967 to 1977, the most dramatic absolute increases for an ethnic category occurred for Hispanic students. There was an increase of 275,887 Hispanic students in California public schools during this time frame, and a concomitant decrease of Anglo students (-585,833), resulting in an increased concentration of Hispanic students in overall school enrollment. Although specific figures are lacking at the time of this report, based on present population trends for the state, we can say that this shift continues with the Hispanic student cohort rising at a rapid rate and the Anglo student cohort continuing to decrease. Also, note that the concentration of other minority groups is also rising. These patterns show why demographers project that California will become a "minority majority" state by the year 2000. Regarding public school enrollment in California, the term minority barely applies today. The 1980 Census figures show that minorities already make up 42.9% of California public school enrollment. Of this figure, Hispanics comprise over 25%.

For a breakdown of the distribution of Hispanics in California for 1977-78, Table 1B in Appendix A is presented. It shows the numbers of Hispanic students attending California public schools ranked by county. Los Angeles County continues to have the largest number of Hispanic students. Recent figures show that the enrollment percentage of Hispanic students in Los Angeles has risen from 20% in 1968 to 49% of total enrollment in 1982 (Bencivenga, 1983). The 1977-78 figures can be compared to more recent figures reported in an April 1984 study entitled Conditions of Education in California (see Appendix B). Note that the Hispanic percentage of Los Angeles County school enrollment total is now 39.3% (approximately 493,000), compared with the 1978 figures of 29.8% (390,357).

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Table 1C in Appendix A provides numbers of limited-English-speaking and non-English-speaking (LES/NES) students in California public schools for 1977-78. These numbers are ranked by county. Most LES/NES (approximately 76% of the total population) students are Spanish speaking so that the top ranked counties greatly overlap with the top ranked counties for total number of Hispanics shown on Table 1B. Projections of LES/NES Spanish-speaking students in California are discussed on pages 27 and 28 of this report under the section titled "The Need for Bilingual Teachers." Comparison of the 1977-78 counts can be made with more recent counts by county provided in Appendix B.

Hispanic Teacher Employment in California Public Schools

In California, as in the nation, the Hispanic teacher population is not representative of the Hispanic student population. The need for more Hispanic teachers able to assist students with limited English proficiency is a concern explored by Craig Richards in "Employment Reform or Pupil Control: Desegregation, Bilingualism and Hispanic Staffing in California Public Schools."

By 1985, Richards projects that Hispanic students will "represent nearly half of the California student population while the one to 20 ratio of Hispanic to non-Hispanic teachers is unlikely to improve substantially given current hiring practices. For example, of the 9,678 new teachers hired in 1980 in California's public schools, about 84% were Anglo and only 10% were Hispanic" (pp. 6-7). Table III shows the totals and percentages for teachers of California public schools by race comparing a 12 year spread. Table IV addresses the changes in the ratio of teachers to pupils by race for the same time period. The ratio of Hispanic teachers to Hispanic pupils

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Table III

Totals and Percentages for Teachers of

California Public Schools by Race Comparing 1967, 1977 & 1979

Classroom Teachers	Anglo	Black	Hispanic	Total
- 1967 Totals	163,523	8,137	4,189	179,852
(Percent)	(90.9)	(4.5)	(2.3)	(100)
1977 Totals	146,195	9,645	8,227	170,709
(Percent)	(85.6)	(5.6)	(4.8)	(100)
1979 Totals	139,813	10,367	9,205	166,440
(Percent)	(84.0)	(6.2)	(5.5)	(100)

This table was adapted from Foote, et. al., 1978, Table 15, page 35 and The California State Department of Education, 1979. (Figures in parentheses are percentages.)

Taken from Richards, Employment Reform or Pupil Control?: Desegregation, Bilingualism and Hispanic Staffing in the California Public Schools, IFG, April 1982, p. 7.

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Table IV

Changes in the Ratio of Teachers to Pupils by Race
1967 to 1979

Ratio of Teachers to Pupils	1967	1979
Anglo Teachers to Anglo Pupils	1 to 20	1 to 17
Hispanic Teachers to Hispanic Pupils	1 to 147	1 to 104
Black Teaches to Black Pupils	1 to 48	1 to 45
All Minority Teachers to Minority Pupils	1 to 69	1 to 61
All Teachers to All Pupils	1 to 25	1 to 24

Source: California State Department of Education, "Racial and Ethnic Distribution of Students and Staff in California Public Schools, Fall 1979," mimeographed, Table 14.

Taken from Richards and Encarnation, Race and Educational Employment, IFG, December 1982, p. 21.

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was 1 to 147 in 1967, and 1 to 104 in 1979. These are figures for Hispanic teachers in general. The need for bilingual teachers is also of concern to California educators. Richards concludes from the data on Table V that bilingual education has not been a major source of employment for Hispanics in California. He states that "the addition above and beyond that of Anglos that can be attributed to bilingual certification is only 1.0 percent. Only because Hispanics are so dramatically underrepresented in the general teaching force do they comprise so large a percentage of bilingual certified teachers." Richards then goes on to present two ironies produced by bilingual employment in California:

1. Bilingual employment, although marginally increasing Hispanic participation in the California public school labor force, has contributed to the segregation of Hispanic staff.

2. Given the rapidly changing demographics of California and the shortage of bilingual certified teachers, non-Hispanic teachers may be benefiting as much as Hispanics from bilingual-related employment. (The bilingual teacher shortage will be discussed in the next section of this report.)

In his paper, Richards points out a conflict between providing Hispanic role models for Hispanic students and providing racial balance on a school staff. He shows that there is an increasing segregation of Hispanic educators and pupils from non-Hispanic educators and pupils. Richards concludes that "existing incremental Hispanic employment reform strategies seem unable to resolve this conflict, particularly because the absolute number of Hispanic teachers employed in recent years is so low" (p. 17). Other than the present employment policies, the lower pass rates of Hispanics on the California Basic Educational Skills Test (CBEST, see Table VI) and the underrepresentation of Hispanics in higher education (to be discussed later) may lower the chances for the certification of an increased number of Hispanics qualified to be considered for public school employment.

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Table V

Percentages of Bilingual Teachers by Race

	Bilingual Credential	General Credential	Total
Elementary			
Hispanic	2.9	3.1	.6
Black	0.1	4.7	4.8
Anglo	1.9	82.9	84.8
Other	0.4	4.1	5.5
Total	5.3	94.7	100
Secondary			
Hispanic	1.3	3.9	5.2
Black	0.1	3.5	3.6
Anglo	1.2	86.2	87.4
Other	0.3	3.5	3.8
Total	2.9	3.5	3.8

Source: Richards, Employment Reform or Pupil Control?: Desegregation, Bilingualism,and Hispanic Staffing in the California Public Schools, IFG, April 1982, p. 11.

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Table VI

CBEST Pass Rates by Race
(N=23,023)

Whites	76%
American Indians	72%
Asian Americans	53%
Hispanics	40%
Mexican Americans	36%
Blacks	25%

Source: Policy Analysis for California Education (PACE), Conditions of Education in California, April 1984.

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The Need for Bilingual Teachers

Ethnic Groups and Public Education in California, a 1978 publication, reports in an executive summary section that 3,551 credentialed bilingual teachers were identified by the California Commission for Teacher Preparation and Licensing in 1977-78. The Commission indicated that 12,051 bilingual teachers would be needed to serve 328,884 LES/NES (limited and non-English speaking students) in 1979-80. This increase was said to be highly unlikely because, among other reasons, bilingual teachers face strong disincentives in most school districts to accept bilingual teaching assignments. The report states that bilingual teaching jobs may claim twice the workload at no additional pay.

The Condition of Education for Hispanic Americans indicates that "In those states where the need was greatest, only one-third to two-thirds of the Hispanic children whom school districts had identified as being limited or non-English speaking were being served." For California, the authors report (for 1976) 161,676 students were identifed by teachers as LES/NES. Sixty-two percent of this number were enrolled in English as a second language or bilingual programs in public schools. This count excludes pupils enrolled in a class to learn a foreign language.

The demand for bilingual teachers is projected in a report prepared by a study group chaired by Sandra Smith. The report, Improving the Attractiveness of the K-12 Teaching Profession, uses Hispanic population projections as base data for LEP (limited-English-proficient) enrollments. Spanish-speaking students comprise an average of 76% of the total LEP population identified in California. The 0-14 age group in 1985 is estimated to be in

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the range of 1,762,000 to 1,840,400 by the Center for Continuing Study of the California Economy's report, Projections of Hispanic Population for California 1982-2000: This population is assumed to be the K-12 population in 1991, with a few caveats:

1) This may be an overestimation because, "while everyone in the cohort will have reached kindergarten by 1991, the 13 and 14-year olds will have completed their 12th grades by then" (Smith, 1983, p. 74).

2) An assumption is made that there will be no attrition between grades. "This is a problematic assumption because there has historically been a pattern of substantial attrition of Hispanic students between grades 10 and 12" (Smith, 1983, p. 74).

Enrollment figures for 1979-80 and 1981-82 show that Spanish LEP enrollments averaged 29.4% of total Hispanic enrollments. This percentage is multiplied by the conservative lower estimate to produce the number of Hispanic LEPs projected for 1991: 1,762,400 x 29.4% = 518,146. The State Department of Education projected for 1981-82 a demand for 14,585 to 17,478 teachers to serve 373,069 LEP students. Maintaining the same teacher-student ratio, a projection of the demand for Spanish-speaking bilingual teachers in 1991 can be deduced:

$$\frac{14,585}{373,069} = \frac{X}{518,146} \qquad X = 20,257 \qquad \frac{17,478}{373,069} = \frac{X}{518,146} \qquad X = 24,275$$

In the April 18, 1983 Education's Legislative Scene, the reported number of bilingual credentials issued as of the first of the year was 9,707. This was an increase of 1,157 over the previous year. As we can see, the demand may continue to exceed the supply of bilingual teachers. An overview of The Conditions of Education for Hispanic Americans points out that "Hispanics age 14 to 30 with a non-English language background dropped out of school

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two-and-a-half times more than whites with a non-English background" (p. 36). This is a national trend that may likely be reflected in the dropout rates for California Hispanic students.

Rising Ethnic Enrollment and Segregation

A 1983 report on school desegregation patterns from 1968 to 1980 prepared by Gary Orfield and published by the Joint Center for Political Studies indicates that there has been a noticeable increase in the segregation of Hispanic students in all regions of the United States. Orfield's report gives the following figures for California:

CA Hispanic Enrollment (1980)	Percentage of Hispanic Students in 90-100% minority schools in CA (1980)
1,002,188	22.2%

Percentage of Hispanic Students in Predominately White Schools in CA		Percentage of Whites in the Class of a Typical Hispanic Student	
(1968)	(1980)	(1970)	(1980)
60.97%	32.07%	54.4%	35.9%

Orfield contends that "the existing trends in the states most important for Hispanics show that segregated education is likely to continue expanding" (School Desegregation Patterns in the States, Large Cities and Metropolitan Areas, p. 4). Orfield goes on to report that Hispanic enrollment is becoming more important in the big cities and in the nation's largest school districts. He provides the following figures: "In 5 of the 50 largest central-city school districts, Hispanic students were the largest single racial group by 1980: San Antonio Independent (76%), Corpus Christi (65%), El Paso (67%), Dade County (Miami), and Los Angeles. In Los Angeles, which has the nation's second

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largest school district, the 1982-83 enrollment was 49% Hispanic, with the percentage of Hispanics rapidly increasing." Orfield's analysis suggests that the key problems of segregation facing the nation are in the cities. For California, he notes that the most dramatic declines in the percentages of whites in the schools of the typical Hispanic student occurred in Southern California, in San Diego, Orange, and Los Angeles Counties. Orfield found that "the typical metropolitan Los Angeles student had been in a 45 percent white school in 1970 but was in a 78 percent minority school by 1980. In Orange and San Diego Counties, where the Hispanic percentages were much lower, the typical Hispanic student was in a school that was more than 66 percent white in 1970, but in a predominately minority school by 1980" (pp. 27-28).

Concern over the rising "isolation of Hispanics" in California schools is expressed in a San Francisco Chronicle article (May 20, 1984) by Norma Cantu, legal counsel for the Mexican-American Legal Defense and Education Fund in San Francisco. In the article, "Rising Ethnic Enrollment May Create More San Jose-Like Segregation," Dr. Rueben Burton, Director of the State Department of Education Intergroup Relations Office, predicts that a recent federal appeals court ruling that the San Jose Unified School District intentionally segregated Hispanic students is an indication of similar legal battles to take place in California. He cites soaring minority enrollments and lack of progress in integration as reasons for his projection. He states that at least 1 in 10 California districts has segregated schools. Burton's office collects desegregation data from California's 1,029 districts. The article goes on to provide some data on Hispanic enrollment and classroom needs as reported by the State Department of Education:

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- o In 1977, Hispanics comprised 20.8% of statewide school enrollment. By 1982, the Hispanic enrollment rose to 25.8%. Another department study predicted that, by 1992, Hispanics will comprise 32% of graduating classes, double the 1980 figure.

- o The number of Spanish-speaking students with limited proficiency in English rose from 285,567 in 1981, to 322,526 in 1982, to 337,141 last year.

- o Of 596 of the largest school districts surveyed, 96 reported that they had at least one campus that is segregated or is in danger of being segregated.

This article points out that the courts largely determine what constitutes segregation. There are no state or national guidelines, so each school district comes up with its own standards.

Since Hispanics are concentrated in urban areas and are likely to be enrolled in predominately minority city schools, the ability of the urban school system to provide needed educational programs is of concern. Such concern is discussed in a 1983 publication by the U.S. Department of Education, "The Financing of Urban Public Schools: A Report on Selected School Systems." Of the 44 elementary and secondary school systems studied, three are in California--Oakland, Los Angeles, and San Diego. The authors state that the "changing racial composition of central cities points to increased dominance of minority school-age population...What is clear is that the central cities have a high incidence of educationally needy children and that their numbers are likely to grow" (p. 3). In the three California urban school districts studied, the incidence of children in poverty exceeds the national average of 4.5% in 1980, and two districts had a higher number of children in poverty in 1980 than a decade earlier--these were the Oakland and Los Angeles Districts (see Table VII). The evidence presented in the report suggests that the demand for school resources will increase, and proceeds to

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Table VII

Number and Incidence of Children in Poverty in Selected Cities and Counties, 1970 and 1980

	1970		1980	
United States	10,397,000	5.0%	10,921,000	4.5%
New England				
Hartford, CT	11,200	7.3%	13,100	11.6%
Boston, MA	37,300	6.1	36,600	6.9
Providence, RI	11,100	6.4	10,800	7.3
Mideast				
New Castle County, DE	13,700	3.6	15,300	4.0
(Wilmington)	(7,700)	(9.7)	(7,300)	(10.5)
District of Columbia	30,500	7.0	37,600	6.2
Baltimore, MD	73,300	8.0	67,200	8.7
Newark, NJ	43,000	11.3	51,000	15.6
Buffalo, NY	34,700	5.5	27,100	7.8
New York, NY	462,200	5.9	551,500	7.9
Philadelphia, PA	117,500	6.1	128,500	7.8
Pittsburgh, PA	27,200	5.4	21,600	5.3
Great Lakes				
Chicago, IL	213,200	6.4	258,700	8.7
Indianapolis, IN	28,900	3.9	30,500	4.4
Detroit, MI	136,700	5.5	112,600	9.5
Cincinnati, OH	30,300	6.9	27,100	7.3
Cleveland, OH	54,600	7.4	49,000	8.7
Columbus, OH	26,400	5.1	30,200	5.6
Milwaukee, WI	31,900	4.5	38,000	6.1
Plains				
Kansas, City, KS	9,500	6.0	9,400	5.9
Minneapolis, MN	13,700	3.3	12,900	3.6
Kansas City, MO	24,000	4.5	20,300	4.6
St. Louis, MO	30,900	8.3	39,000	9.9
Omaha, NE	13,300	3.9	12,700	4.1
Southeast				
Birmingham, AL	27,700	9.3	23,300	8.3
Dade County, FL	59,400	4.7	74,800	4.7
(Miami)	(21,600)	(6.5)	(24,500)	(7.2)
Atlanta, GA	41,700	8.6	43,700	10.7
Jefferson County, KY	32,200	4.7	30,800	4.6
(Louisville)	(24,700)	(7.0)	(20,800)	(7.1)
New Orleans, LA	86,600	9.1	61,100	11.2
Mecklenburg, NC	18,800	5.4	16,200	4.1
(Charlotte)	(16,300)	(5.9)	(14,900)	(4.8)
Memphis, TN	59,200	9.6	58,700	9.2
Richmond, VA	18,100	7.5	14,400	6.9
Southwest				
Albuquerque, NM	14,700	6.1	14,300	4.3
Tulsa, OK	16,200	4.9	12,900	3.6
Dallas, TX	60,300	4.6	48,600	5.4
Houston, TX	90,100	5.6	75,300	4.8
San Antonio, TX	73,200	9.9	72,200	9.4
Rocky Mountain				
Denver, CO	25,000	5.0	21,700	4.5
Salt Lake City, UT	7,[illegible]	4.[illegible]	7,[illegible]	4.4
Far West				
Los Angeles, CA	140,000	5.1	171,300	5.9
Oakland, CA	22,400	6.4	22,400	6.7
San Diego, CA	30,000	4.7	33,900	4.2
Clark County, NV	9,100	3.4	13,500	2.9
(Las Vegas)	(1,700)	(1.2)	(5,600)	(3.4)
Portland, OR	13,000	3.5	12,400	3.4
Seattle, WA	13,300	2.6	5,900	2.4

Source: U.S. Bureau of the Census, 1970 and 1980 Census of Population and Housing, Summary Characteristics for Governmental Units and SMSAs. State Reports.

Taken from The Financing of Urban Public Schools: A Report on Selected School Systems, U.S. Department of Education, November 1983, p. 17.

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examine the ability of the cities to provide fiscal resources. Cities were classified as having poor, average, or good funding prospects based on estimates of future level of expenditure per pupil when compared to the U.S. average. All three California districts were said to have average funding prospects. However, revenue loss or marked enrollment growth would lessen these prospects (see the full report for more detail on these fiscal projections).

As we can see, there are many issues of concern regarding Hispanic participation in elementary and secondary education in California. This report has attempted to discuss some of these issues--the achievement gap between Hispanics and non-Hispanics, the high Hispanic student dropout rate, the need for more Hispanic teachers in the classroom, the need for bilingual teachers and bilingual programs, the rising "isolation of Hispanics" in California schools (segregation), and the ability of the urban school system to provide needed school resources. Other issues such as the identification of gifted and talented Hispanic children and an examination of the needs of the Hispanic single parent families warrant attention. The Conditions of Education for Hispanic Americans makes these comments on the above noted concerns:

- o Hispanics were underrepresented in gifted and talented programs in relation to their percent of the total population (p. 63)
- o Children from single parent families were more likely to be enrolled in school below grade level, especially Hispanic children (p. 95)

Experiences of the Hispanic student in elementary and secondary schools have implications for the participation of Hispanics in higher or postsecondary education. In fact, each issue discussed for Hispanics in elementary and

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secondary education has its parallel in higher education. A full exploration of this statement can be treated in another report. However, this paper will present some of the prevailing trends regarding the participation of Hispanics in California higher education.

Hispanics in Higher Education

The Condition of Education for Hispanic Americans reports that Hispanics comprise over one-half of the participants in Adult Basic Education in California. For 1978, total Hispanic participation in Adult Basic Education in California was 144,463; the figure represents 57.2% of all participants. This figure is not surprising since adult basic education includes instruction for the high school equivalency examination and instruction in English as a Second Language.

In December 1982, the California Postsecondary Commission (CPEC) published California College-Going Rates 1981 Update. This study examines the flow of students from high school to the segments of higher education in California. The statewide findings showed that in Fall 1981, "Hispanics were the only ethnic minority which was less well represented among the first-time freshmen in the combined public segments of higher education than among high school graduates" (p. 13). These figures are shown in Table VIII. Carl Irving in a San Francisco Examiner article (May 13, 1984) sums up the situation when he states that "Hispanics now make up 32% of kindergarten enrollment and 16% of the senior high school classes in California but only 6% of UC enrollments."

According to the Condition of Education for Hispanic Americans, "Hispanic full-time freshmen and sophomores attended 2-year colleges at a higher rate than white non-Hispanics. Hispanics in California accounted for over a

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Table VIII

Ethnic Distributions of 1981 Graduates of Public California High Schools and Fall 1981 First-Time Freshmen in the University of California, the California State University, and the California Community Colleges, by Sex

		Segment				
Ethnic Group*	Sex	High School	University of California	California State University	California Community Colleges	Total: UC, CSU, and CCC
American Indian	M	1.2%	0.4%	4.4%	2.0%	2.2%
	F	0.8	0.4	3.4	1.9	2.0
	T	1.0	0.4	3.8	2.0	2.1
Asian	M	5.2	15.8	9.2	4.8	6.7
	F	4.9	14.7	8.1	3.5	5.6
	T	5.0	15.2	8.6	4.1	6.1
Filipino	M	1.3	2.6	2.3	1.6	1.8
	F	1.2	2.8	2.4	1.5	1.7
	T	1.3	2.7	2.3	1.6	1.8
Black	M	7.8	3.4	6.1	9.7	8.4
	F	8.6	6.0	8.7	10.5	9.7
	T	8.2	4.8	7.5	10.1	9.1
Hispanic	M	15.7	6.7	10.3	16.6	14.6
	F	15.7	5.4	10.6	16.9	14.5
	T	15.7	6.0	10.6	16.7	14.5
White	M	68.8	71.1	67.7	65.3	66.3
	F	68.8	70.7	66.8	65.7	66.5
	T	68.8	70.9	67.2	65.5	66.4
Ethnic Data Missing	M	0.0	6.6	12.4	8.1	8.6
	F	0.0	6.4	12.1	7.0	7.8
	T	0.0	6.5	12.2	7.5	8.2

*The sum of the percentages in each column, exclusive of "Ethnic Data Missing," is 100. Thus, the first entry at the top of the table means that American Indian males comprised 1.2 percent of the male high school graduates in 1981. Similarly, the last entry at the bottom of the table means that whites comprised 66.4 percent of the combined group of first-time freshmen in the three public segments of higher education in Fall 1981.

Source: California Postsecondary Education Commission.

Taken from California College-Going Rates 1981 Update, California Postsecondary Education Commission, December 1982, p. 12.

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third of Hispanic students in 2-year colleges" (p. 151). For Fall 1978, 30,057 Hispanics were enrolled as full-time freshmen and sophomores in California 2-year colleges (Table 3.14, p. 150). The petition to increase minority transfers from community colleges to four year state schools filed by the Mexican American Legal Defense and Educational Fund (MALDEF) states that approximately 80% of all Hispanics entering higher education in California attend community colleges. Although not all Hispanics attend the community college in order to transfer to a 4-year institution, Hispanic transfer rates are so low that the California Postsecondary Commission (CPEC), MALDEF, the state legislature, and all segments of higher education have expressed concern over the situation. MALDEF reports that "In 1982, for the entire state, only 175 Blacks and 389 Chicanos transferred from community colleges to the University of California." The average transfer percentage from 2-year to 4-year colleges in California is 10.7% according to a recent report in California Higher Education (May 1984, p. 15). This publication also indicates that the transfer rates for Chicanos has slightly increased for Fall, 1983. The Chicano transfer percentage has gone from 8.3 to 8.9 to UC and from 9.1 to 9.7 to CSU.

Nationally, in 1976-1977, Hispanics earned 2% or less of the degrees awarded in the United States at every level except the associate degree level (The Condition of Education for Hispanic Americans, p. 165). According to figures reported by the California Postsecondary Education Commission and cited by an October 1983 report in California Higher Education, Hispanics account for 9% of students recently earning degrees in community colleges, 7% of the B.A. degrees awarded from California State University, 5% of the B.A. degrees from the University of California, less than 5% of students receiving Master's degrees, and 3% of students receiving doctorates.

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Hispanic participation in higher education is low compared to the participation of other ethnic groups. If the educational trends of low participation and high dropout continues for this segment of the California population, enrollments in higher education could well face sharp declines in the near future. According to Harold Hodgkinson in "Guess Who's Coming to College: Your Students in 1990," "it would behoove the higher education community to do everything to make sure that the largest possible number of minority students do well in public school, and thus become college eligible. If this is not done, and significant numbers of minority students leave the public schools before graduation, or graduate without the aspiration for college, the potential decline in the college cohort would not be 24% for the nation in 1990, but could be twice that" (p. 7). The high attrition of Hispanics from California public schools adds credence to this possibility.

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APPENDIX A

TABLE 1A

CALCULATIONS OF ABSOLUTE AND PERCENTAGE CHANGES IN STUDENT ETHNIC CONCENTRATIONS FROM 1967 TO 1977 IN CALIFORNIA PUBLIC SCHOOLS

	AMERICAN INDIAN/ ALASKAN	ANGLO (OTHER)	ASIAN/ FILIPINO	BLACK	HISPANIC	STATE
A 1977 STUDENTS	38,799	2,722,995	201,031	430,367	892,113	4,285,305
B MINUS 1967 STUDENTS	13,195	3,308,828	121,596	372,150	616,226	4,431,995
C EQUALS 1967-77 CHANGE	+25,604	−585,833	+79,435	+58,217	+275,887	−146,690
D (C ÷ B) x 100 = % CHANGE	+194%	−18%	+65%	+16%	+45%	−3%

FIGURE 1

ABSOLUTE CHANGES IN STUDENT ETHNIC TOTALS FROM 1967 to 1977 IN CALIFORNIA PUBLIC SCHOOLS

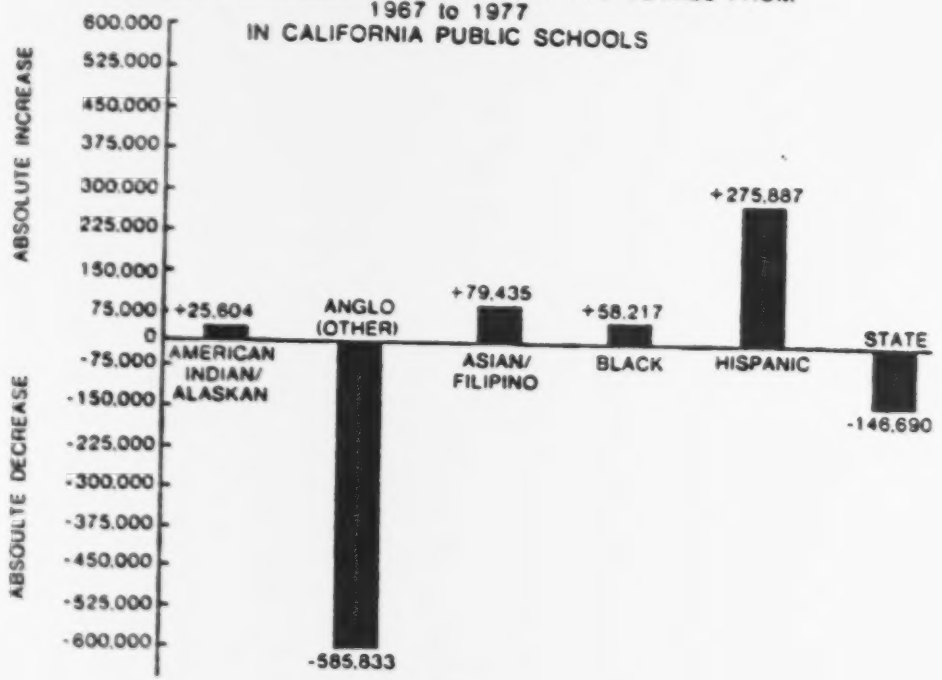
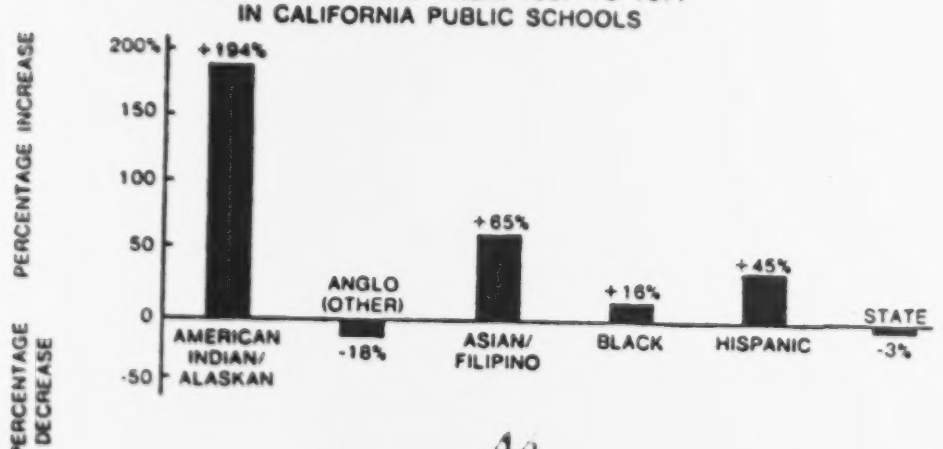


FIGURE 2

PERCENTAGE CHANGES IN STUDENT ETHNIC CONCENTRATIONS FROM 1967 TO 1977 IN CALIFORNIA PUBLIC SCHOOLS



Source: Foote, et. al., Ethnic Groups and Public Education in California, p.).

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TABLE 1B

CALIFORNIA COUNTIES RANKED BY TOTAL HISPANIC STUDENTS ATTENDING PUBLIC SCHOOLS, 1977-78

NTY K ON TL PANIC	COUNTY	COUNTY'S TOTAL HISPANIC STUDENTS	COUNTY'S TOTAL STUDENTS	HISPANIC AS % OF COUNTY TOTAL	COUNTY'S RANK ON % HISPANIC	HISPANIC AS % OF STATE'S HISPANIC	HISPANIC AS CUMULATIVE PERCENT OF STATE
1	LOS ANGELES	390,357	1,311,022	29.775	7	43.756	43.756
2	SAN DIEGO	52,823	319,075	16.555	20	5.921	49.678
3	SANTA CLARA	52,123	264,068	19.738	19	5.843	55.520
4	ORANGE	50,613	371,235	13.634	23	5.673	61.194
5	FRESNO	36,807	106,604	34.527	3	4.126	65.319
6	SAN BERNARDINO	35,379	167,404	21.134	16	3.966	69.285
7	RIVERSIDE	28,677	118,611	24.177	10	3.215	72.500
8	VENTURA	23,579	109,900	21.455	13	2.643	75.143
9	ALAMEDA	21,976	199,639	11.008	28	2.463	77.606
10	KERN	20,004	83,223	24.037	11	2.242	79.848
11	TULARE	18,189	53,153	34.220	4	2.039	81.887
12	IMPERIAL	15,278	23,659	64.576	1	1.713	83.600
13	SACRAMENTO	14,919	145,308	10.267	29	1.672	85.272
14	MONTEREY	14,236	51,511	27.637	8	1.596	86.868
15	SAN JOAQUIN	14,234	66,561	21.385	14	1.596	88.463
16	SAN MATEO	11,747	97,999	11.987	24	1.317	89.780
17	SANTA BARBARA	11,722	52,302	22.412	12	1.314	91.094
18	SAN FRANCISCO	9,180	64,127	14.315	22	1.029	92.123
19	CONTRA COSTA	9,060	129,777	6.981	33	1.016	93.139
20	STANISLAUS	8,623	53,345	16.165	21	0.967	94.105
21	MERCED	8,058	29,214	27.583	9	0.903	95.008
22	SANTA CRUZ	6,307	30,410	20.740	18	0.707	95.715
23	KINGS	4,964	16,542	30.008	6	0.556	96.272
24	YOLO	4,066	19,090	21.299	15	0.456	96.728
25	MADERA	4,042	12,114	33.366	5	0.453	97.181
26	SONOMA	3,629	53,534	6.779	34	0.407	97.587
27	SOLANO	3,511	43,053	8.155	31	0.394	97.981
28	SAN BENITO	2,812	5,047	55.716	2	0.315	98.296
29	SAN LUIS OBISPO	2,741	24,266	11.296	27	0.307	98.603
30	PLACER	1,606	24,017	6.687	35	0.180	98.783
31	NAPA	1,334	16,910	7.889	32	0.150	98.933
32	SUTTER	1,217	10,441	11.656	25	0.136	99.069
33	BUTTE	1,106	22,592	4.896	39	0.124	99.193
34	YUBA	1,054	10,784	9.774	30	0.118	99.311
35	MARIN	916	38,203	2.398	54	0.103	99.414
36	MENDOCINO	637	13,234	4.813	41	0.071	99.486
37	COLUSA	565	2,691	20.996	17	0.063	99.549
38	GLENN	529	4,678	11.308	26	0.059	99.608
39	HUMBOLDT	496	19,533	2.539	52	0.056	99.664
40	EL DORADO	396	14,668	2.700	50	0.044	99.708
41	TEHAMA	376	7,397	5.083	37	0.042	99.750
42	SHASTA	348	22,831	1.524	56	0.039	99.789
43	SISKIYOU	308	7,487	4.114	43	0.035	99.824
44	TUOLUMNE	220	5,774	3.810	46	0.025	99.848
45	LASSEN	209	4,179	5.001	38	0.023	99.872
46	LAKE	204	5,276	3.867	45	0.023	99.895
47	INYO	163	3,578	4.556	42	0.018	99.913
48	NEVADA	116	7,215	1.608	55	0.013	99.926
49	MODOC	108	1,981	5.452	36	0.012	99.938
50	CALAVERAS	108	3,825	2.824	48	0.012	99.950
51	AMADOR	94	3,331	2.822	49	0.011	99.961
52	PLUMAS	91	3,219	2.827	47	0.010	99.971
53	DEL NORTE	87	3,541	2.457	53	0.010	99.981
54	MARIPOSA	67	1,709	3.920	44	0.008	99.988
55	MONO	35	1,307	2.678	51	0.004	99.992
56	SIERRA	34	697	4.878	40	0.004	99.996
57	TRINITY	33	2,282	1.446	57	0.004	100.000
58	ALPINE	0	132	0.0	58	0.0	100.000

Source: Foote, et.al., Ethnic Groups and Public Education in California, p. 17.

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TABLE 1C

CALIFORNIA COUNTIES RANKED BY TOTAL LES/NES STUDENTS ATTENDING PUBLIC SCHOOLS, 1977-78

COUNTY RANK ON TOTAL LES/NES	COUNTY	COUNTY'S TOTAL LES/NES STUDENTS	COUNTY'S TOTAL STUDENTS	LES/NES AS % OF COUNTY TOTAL	COUNTY'S RANK ON % LES/NES	LES/NES AS % OF STATE'S LES/NES	LES/NES # CUMULATIVE PERCENT OF STATE
1	LOS ANGELES	113,300	1,311,022	8.642	3	48.534	48.534
2	SAN DIEGO	15,197	319,075	4.763	16	6.510	55.044
3	ORANGE	14,091	371,235	3.796	25	6.036	61.080
4	SANTA CLARA	8,868	264,068	3.358	27	3.799	64.879
5	SAN BERNARDINO	7,433	167,404	4.440	21	3.184	68.063
6	RIVERSIDE	7,267	118,611	6.127	9	3.113	71.176
7	ALAMEDA	5,839	199,639	2.925	29	2.501	73.677
8	VENTURA	5,810	109,900	5.287	14	2.489	76.166
9	FRESNO	5,792	106,604	5.433	12	2.481	78.647
10	SAN FRANCISCO	5,454	64,127	8.505	4	2.336	80.983
11	IMPERIAL	5,071	23,659	21.434	1	2.172	83.156
12	SAN MATEO	4,582	97,999	4.676	17	1.963	85.118
13	MONTEREY	3,983	51,511	7.732	5	1.706	86.825
14	TULARE	3,503	53,153	6.590	7	1.501	88.325
15	KERN	3,143	83,223	3.777	26	1.346	89.671
16	SAN JOAQUIN	3,025	66,561	4.545	18	1.296	90.967
17	STANISLAUS	2,397	53,345	4.493	19	1.027	91.994
18	SACRAMENTO	2,279	145,308	1.568	34	0.976	92.970
19	SANTA BARBARA	2,236	52,302	4.275	24	0.958	93.928
20	MERCED	1,886	29,214	6.456	8	0.808	94.736
21	CONTRA COSTA	1,758	129,777	1.355	35	0.753	95.489
22	SANTA CRUZ	1,613	30,410	5.304	13	0.691	96.180
23	YOLO	1,351	19,090	7.077	6	0.579	96.759
24	SOLANO	1,072	43,053	2.490	30	0.459	97.218
25	KINGS	968	16,542	5.852	11	0.415	97.633
26	SONOMA	692	53,534	1.293	36	0.296	97.929
27	SUTTER	633	10,441	6.063	10	0.271	98.200
28	MADERA	620	12,114	5.118	15	0.266	98.466
29	SAN BENITO	619	5,047	12.265	2	0.265	98.731
30	SAN LUIS OBISPO	498	24,266	2.052	32	0.213	98.944
31	YUBA	341	10,784	3.162	28	0.146	99.090
32	MARIN	330	38,203	0.864	41	0.141	99.232
33	NAPA	291	16,910	1.721	33	0.125	99.356
34	PLACER	218	24,017	0.908	39	0.093	99.450
35	GLENN	210	4,678	4.489	20	0.090	99.540
36	BUTTE	201	22,592	0.890	40	0.086	99.626
37	MENDOCINO	144	13,234	1.088	37	0.062	99.687
38	COLUSA	118	2,691	4.385	22	0.051	99.738
39	EL DORADO	112	14,668	0.764	44	0.048	99.786
40	HUMBOLDT	90	19,533	0.461	47	0.039	99.824
41	DEL NORTE	79	3,541	2.231	31	0.034	99.858
42	TEHAMA	73	7,397	0.987	38	0.031	99.890
43	SISKIYOU	56	7,487	0.748	45	0.024	99.914
44	LAKE	42	5,276	0.796	43	0.018	99.932
45	SHASTA	32	22,831	0.140	53	0.014	99.945
46	SIERRA	30	697	4.304	23	0.013	99.958
47	TUOLUMNE	20	5,774	0.346	49	0.009	99.967
48	MODOC	17	1,981	0.858	42	0.007	99.974
49	PLUMAS	16	3,219	0.497	46	0.007	99.981
50	INYO	15	3,578	0.419	48	0.006	99.987
51	NEVADA	11	7,215	0.152	52	0.005	99.992
52	AMADOR	10	3,331	0.300	50	0.004	99.996
53	MONO	3	1,307	0.230	51	0.001	99.997
54	CALAVERAS	3	3,825	0.078	54	0.001	99.999
55	LASSEN	2	4,179	0.048	55	0.001	100.000
56	TRINITY	0	2,282	0.0	56	0.0	100.000
57	MARIPOSA	0	1,709	0.0	57	0.0	100.000
58	ALPINE	0	132	0.0	58	0.0	100.000

Source: Foote, et. al., Ethnic Groups and Public Education In California, p.18.

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APPENDIX B

EXHIBIT 10

Distribution of Students by County

County	Enrollment	% of State Enrollment	Cumulative %	Hispanic as a % of State*	Hispanic as a % of County**	Black as a % of State*	Black as a % of County**	LEP as a % of State*	LEP as a % of County**
Los Angeles	1,232,210	30.31	30.31	46.0	39.3	49.9	16.3	47.2	16.7
Orange	338,670	8.33	38.64	6.1	18.5	1.4	1.6	7.8	9.9
San Diego	309,631	7.62	46.26	6.0	20.4	5.9	7.7	7.4	10.6
Santa Clara	227,021	5.58	51.84	5.0	22.6	2.8	4.9	4.9	9.7
San Bernardino	181,797	4.47	56.31	3.8	22.3	3.2	7.3	2.1	5.1
Alameda	172,239	4.42	60.55	2.1	12.4	10.6	24.5	3.0	7.6
Sacramento	140,048	3.44	63.99	1.4	10.7	4.1	11.7	1.5	4.7
Riverside	126,485	3.11	67.10	3.3	27.5	2.1	6.8	2.1	7.2
Contra Costa	113,830	2.80	69.90	0.8	8.0	3.7	12.8	0.9	3.4
Fresno	106,458	2.62	72.52	3.8	38.5	1.7	6.5	1.9	7.8
Ventura	104,461	2.57	75.09	2.6	25.7	0.7	2.6	1.9	8.3
Kern	85,225	2.10	77.19	2.2	28.0	1.4	6.5	1.1	5.8
San Mateo	78,351	1.93	79.12	1.2	15.5	1.8	8.8	1.6	9.4
San Joaquin	69,168	1.70	80.82	1.5	23.9	1.2	7.3	1.7	10.7
San Francisco	60,310	1.48	82.30	1.0	17.3	3.5	24.2	3.5	26.5
Tulare	55,293	1.36	83.66	2.0	38.8	0.2	1.8	1.0	8.4
Stanislaus	54,816	1.35	85.01	1.0	19.8	0.2	1.7	0.8	6.0
Monterey	50,453	1.24	86.25	1.7	35.4	0.8	6.7	2.1	18.4
Sonoma	49,877	1.23	87.48	0.4	7.9	0.2	1.8	0.4	3.3
Solano	46,078	1.13	88.61	0.4	10.0	1.9	16.5	0.4	4.3
Santa Barbara	45,425	1.12	89.73	1.2	26.7	3.7	4.3	0.9	9.3
Merced	30,452	0.75	90.48	0.9	32.1	0.4	6.0	0.9	12.6
Santa Cruz	29,742	0.73	91.21	0.7	24.8	0.1	1.1	0.9	12.4
Marin	27,940	0.69	91.90	0.0	2.9	0.2	3.4	0.1	2.1
Placer	24,073	0.59	92.49	0.2	6.5	0.0	0.8	0.1	0.9

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Distribution of Students by County (continued)

County	Enrollment	% of State Enrollment	Cumulative %	Hispanic as a % of State*	Hispanic as a % of County**	Black as a % of State*	Black as a % of County**	LEP as a % of State*	LEP as a % of County**
Imperial	23,545	0.58	93.07	1.6	70.9	0.1	2.5	1.5	28.9
*Butte) Shasta	23,047	0.57	93.64	0.1	2.4	0.1	1.3	0.0	0.1
San Luis Obispo	22,685	0.56	94.77	0.3	11.8	0.1	1.5	0.2	3.3
Humboldt	17,918	0.44	95.21	0.0	2.5	0.0	0.7	0.0	0.5
Yolo	17,665	0.43	95.64	0.4	24.5	0.1	5.2	0.4	10.6
El Dorado	16,824	0.41	96.05	0.1	3.4	0.0	0.5	0.0	0.8
Kings	16,082	0.40	96.45	0.5	34.9	0.2	5.8	0.4	11.4
Madera	14,983	0.37	96.82	0.5	35.0	0.2	4.9	0.2	6.4
Napa	14,204	0.35	97.17	0.2	11.1	0.0	0.9	0.1	4.2
Mendocino	13,528	0.33	97.50	0.1	5.4	0.0	0.6	0.1	2.3
Sutter	10,781	0.27	97.77	0.1	14.0	0.0	1.2	0.1	5.2
Yuba	9,988	0.25	98.02	0.1	9.2	0.1	5.2	0.1	4.0
Nevada	8,815	0.22	98.24	0.0	1.8	0.0	0.3	0.0	0.0
Siskiyou	7,966	0.20	98.44	0.0	4.0	0.0	1.6	0.0	0.9
Tehema	7,632	0.19	98.63	0.0	6.3	0.0	0.3	0.0	1.8
Lake	6,704	0.16	98.79	0.0	5.7	0.0	1.2	0.0	1.5
Tuolumne	6,029	0.15	98.94	0.0	4.3	0.0	0.4	0.0	0.4
San Benito	5,364	0.13	99.07	0.3	60.1	0.0	0.5	0.3	23.8
Glenn	4,787	0.12	99.19	0.1	4.9	0.0	0.2	0.1	6.4
Calaveras	4,482	0.11	99.30	0.0	3.5	0.0	0.5	0.0	0.1
Lassen	4,432	0.11	99.41	0.0	3.4	0.0	1.7	0.0	0.3
Del Norte	3,429	0.08	99.49	0.0	4.3	0.0	0.5	0.0	1.7
Inyo	3,398	0.08	99.57	0.0	6.2	0.0	0.5	0.0	0.4
Plumas	3,396	0.08	99.65	0.0	3.2	0.0	1.2	0.0	0.0
Amador	3,351	0.08	99.73	0.0	3.5	0.0	0.4	0.0	0.2
Colusa	2,709	0.07	99.80	0.1	23.6	0.0	2.3	0.0	5.5
Trinity	2,378	0.06	99.86	0.0	1.2	0.0	0.0	0.0	0.0
Modoc	2,115	0.05	99.91	0.0	5.3	0.0	0.2	0.0	2.3
Mariposa	1,923	0.05	99.96	0.0	3.2	0.0	0.6	0.0	0.1
Mono	1,391	0.03	99.99	0.0	3.1	0.0	0.1	0.0	0.4

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Continued: EXHIBIT 10b

Distribution of Students by County (continued)

County	Enrollment	% of State Enrollment	Cumulative %	Hispanic as a % of State*	Hispanic as a % of County**	Black as a % of State*	Black as a % of County**	LEP as a % of State*	LEP as a % of County **
Sierra	690	0.00	99.99	0.0	7.7	0.0	0.6	0.0	0.7
Alpine	176	0.00	100.00	0.0	0.0	0.0	0.0	0.0	1.1
Total	4,065,486		100.00	25.8		9.9		11.3	
*Butte	23,016	0.57	94.21	0.1	6.7	0.0	1.6	0.1	1.6

* Hispanic, Black, or LEP enrollment as a percent of state Hispanic, Black, or LEP enrollment.

** Hispanic, Black, or LEP enrollment as a percent of total county enrollment.

Source: "Conditions of Education in California: 1984." Policy Analysis for California Education (PACE), Berkeley: University of California, 1984.

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